

CHAPTER I

INTRODUCTION

This chapter provides the introduction of this study that covers background of the study, statement of the problem, hypothesis, propose of the study, significance of the study, scope and limitation, and definitions of the key terms.

1.1 Background of the Study

Teaching and learning of English at junior high school is important for three reasons. Firstly, students have to be able to understand and share their ideas, information, thoughts, opinions, and feelings through spoken or written form. Secondly, students can develop their understanding about the interrelationship between language and culture. Thirdly, students will be able to develop confidence, competence and self-reliance to meet the demands of development and further education (Al-Ghazo, 2015).

In the teaching and learning of English, there are four language skills, namely reading, listening, writing, and speaking skill. Furthermore, according to Permendikbud (2012) in Sriwinarni (2015), “The scope of English lesson for junior high school includes: (1) the ability in conveying the ideas which are realized into four skills (listening, reading, speaking, and writing), (2) the ability of understanding and creating short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report, and (3) developing students’ understanding about the correlation between language and culture.

Reading is one of the important skills that should be acquired by students for some reasons. Firstly, reading is something crucial for students because it influences the success of students' study. Secondly, as stated in Gibb (2015), "Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualification, and subsequently enjoy a fulfilling and rewarding career". It means that reading also influences the high achievement for career.

However, there are two problems regarding teaching reading, such as the teacher's method or strategy and the students' background knowledge factors. Reid (2003) cited in Ogano (2012) stated that while teaching reading and writing, some teachers do not know which methods to employ to help students come out of the problem and neither do the pupils know that they have a problem. In this case, the lack of appropriate teaching methods influences the students' understanding to catch the contents of the text. Moreover, students have six problems such as failing to comprehend English texts, identifying the main idea, interpreting, analyzing, synthesizing, and summarizing the contents of the text (Hiransathit, 2005; Ravangvong, 2000) in Khathayut & Karavi (2011). Thus, teachers have to be familiar with the kinds of techniques used in the class to make students easier to comprehend the material. In other words, teachers should be creative while teaching.

In this study, the writer investigates the SQ5R (Survey, Question, Read, Recite, Record, React, Review) technique that the teacher uses in teaching reading ability as the solution of the above problems. The SQ5R technique is one system for active reading. It is modified from the SQ3R which effectively enhances the

students' reading ability. It provides an opportunity for students to think critically about the material. Therefore, this technique is assumed to help students process information actively which, in turn, leads to higher memory of the material (Radford University, 2017). Another evidence is stated in Sangcharoon (2010), "The SQ5R not only develop students' language skill but also real-life skills, all of which are vital for learners in the globalization era".

Based on the fact above, the teacher's creativity in providing appropriate teaching technique is needed to overcome those problems. It is important to realize that the results of the teaching and learning process are not only determined by the teacher's and students' competence, but also influenced by the use of the teaching technique. So in this study, the writer will show the use of SQ5R technique for teaching reading ability in junior high school 8 of Malang to make a change that is to give a new activity to improve students' learning English, especially reading ability.

1.2 Statement of the Problem

Based on the background of the study, the writer formulates the research problem as follows: "Does SQ5R technique improve students' reading ability at SMP N 8 Malang?"

1.3 Hypothesis

Based on the statement of the problems, the hypotheses are stated as follows:

H0: Teaching reading skill by using SQ5R technique cannot improve students' reading ability at SMP N 8 Malang.

H1: Teaching reading skill by using SQ5R technique can improve students' reading ability at SMP N 8 Malang.

1.4 Propose of the Study

Based on the statement of the problem, the purpose of this study is to know whether or not teaching reading skill by using SQ5R technique can improve students' reading ability at SMP N 8 Malang.

1.5 Significance of the Study

The result of this study is expected to give contributions and experiences to the teacher, especially at SMP Negeri 8 Malang to provide them with (SQ5R) survey, question, read, recite, record, react, and review technique. In addition, the result of this study is expected to improve the students' reading ability and make class more enjoyable to study. Moreover, the result of this study is expected to be used as a reference and consideration for further research in connection with SQ5R technique.

1.6 Scope and Limitation

The scope of this study is only focused on SQ5R technique to improve the students' reading ability. Meanwhile, this study is limited to the students of the eighth grade at SMP Negeri 8 Malang. The school and the class are selected due to

the preliminary study results that showed the students' score in reading ability, particularly in reading ability.

1.7 Definitions of the Key Terms

To avoid misunderstanding in this study, the writer would like to clarify several terms used in this study.

Reading is a receptive skill through which the learners understand the vocabulary, grammar and sentence structure (Al-Ghazo, 2015).

Reading ability is a dynamic process in which information from the text and knowledge possessed by the reader interact to enable the reader to construct meaning before, during, and after reading (Kimberly, 2014).

SMP N 8 Malang is one of the public educational stages in junior high school which is located at Arjuna Street number 19, Kauman, Klojen, Malang City.

SQ5R is a study reading technique that ties up reading with writing and is viewed as a learning model which includes seven steps of activities: SURVEY, QUESTION, READ, RECITE, RECORD, REACT, and REVIEW (Sangcharoon, 2010).